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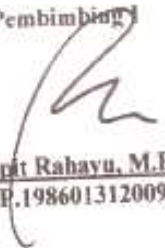
**THE CORRELATION BETWEEN PAST TENSE MASTERY AND STUDENTS'
TRANSLATING IN NARRATIVE TEXT SKILLAT GRADE ELEVENTH OF
SMA N 3 RAMBAH HILIR.**

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THE CORRELATION BETWEEN PAST TENSE MASTERY AND STUDENTS' TRANSLATING IN NARRATIVE TEXT SKILL AT GRADE ELEVENTH OF SMA N 3 RAMBAH HILIR.

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui ada atau tidaknya hubungan antara penguasaan past tense dan kemampuan menerjemahkan teks narasi pada siswa kelas sebelas SMA N 3 Rambah Hilir. Penelitian ini merupakan penelitian deskriptif kuantitatif yang mana penelitian ini mempunyai tujuan untuk membuat gambaran atau deskripsi tentang suatu keadaan secara objektif. Berdasarkan analisa data dapat disimpulkan bahwa terdapat hubungan yang lemah antara penguasaan past tense dan kemampuan menerjemahkan teks narasi pada siswa kelas sebelas SMA N 3 Rambah Hilir. Dengan diperolehnya korelasi product moment " r_{xy} " sebesar 0,137. Dengan df sebesar 19, diperoleh r_{tabel} pada taraf signifikansi 5% sebesar 0,433 dan pada taraf signifikansi 1% 0,549.

Kata kunci : Past tense dan teks narasi.

ABSTRACT

The purpose of this research was to see whether there is a correlation between past tense mastery and students' translating narrative text at grade eleventh of SMA N 3 Rambah Hilir. This research was quantitative research in which aid to describe about an objective situation. This research had two variables, Variable X (past tense mastery) and variable Y (translating narrative text skill). Based on the analyzed of the data it can be concluded there was a low correlation between past tense mastery and students' translating narrative text skill at grade Eleventh of SMA N 3 Rambah Hilir. The correlation of " r_{xy} " product moment was 0,137.

Key words : Narrative text, Past tense, Quantitative research, Translation.

INTRODUCTION

English is a foreign language. English has been learned in every level of education from elementary school up to university level. The aim of learning English is to improve students' skill in both oral and written communication. Learning English means learning four skills: listening, speaking, reading and writing. Learning a foreign language means learning about another language beside native

language of a country. It means we learn how to translate our native language into foreign language.

According to Newmark (1982:7) "translation is a skill which consists of the attempts to replace of the written message and/or statement in one language by the same

message and/or statement in other language". Hornby (2005:1632) states that Translate is not only change the meaning of a source language into target language but translator also must understand and pay attention to the semantic structure of a language in order to he/she can translate well according to linguistic method. There are many ways to translate, especially by understanding the past tense. It helps the students in translating easily. Anderson and Anderson (2004:8) narrative is a piece of text which tells a story and, in doing so, entertains or inform the reader or listener. In generally the tense that is often used in narrative is past tense form. We can see it from the definition about past tense is a tense used to describe actions or events which took place in the past, Collins (2003 : 20i).

Based on the researcher observation in eleventh grade students of SMA N 3 Rambah Hilir by using interview she found many problems in translating narrative text. There were students not mastery in past tense, students were poor in grammar, students lazy to open dictionary and students were lack of motivation.

First, they were not mastery in past tense because they were difficult to understand the formula of simple past tense it self. For example they were difficult to determine was/am that used in past tense sentence. Second, Poor in grammar because they were of difficult to determine all of the tenses. For example they do not know to differences between present tense and past tense sentences. Third, lazy to open dictionary was the little problem, but had big influence in learning English especially in translation. The students do not know that dictionary is one important thing to learning English. Fourth, lack of motivation in translating is a spread problem in English lesson. The students did not interested to translating sentences or text because they did not think English lesson is important.

REVIEW OF RELATED LITARATURES

Wren and Martin (1986:66) defined a verb that refers to past time is said to be in the past tense. It should be clear from the definition that past tense is used to indicate something that happened in the past and this is showed by the past form of the verb, Collins (2003).

Azar (1999:27), stated that the simple Past tense indicates that an activity situation began and ended at a particular time in the particular time in the past. Example : "I walked to school yesterday". If a sentences contains "when" and has the simple past in both clauses, the naction in the "when" clause happens. Example : a. The rain began. b. She stood under a tree. Become, " Rita stood under a tree when it began to rain." The sentences a and b is the example of simple past tense which is indicates that an activity situation began and ended at a particular time in the past.

In Larson and Smalley, as quoted by Widymartaya (1989:4) said: "Translation is sophisticated, advanced linguistic skill, not something for beginners. It is valuable for communication if one already knows two languages well. Translation not only requires a good knowledge of two language, but also special training and experience. To be able to talk two languages does not mean that one can translate between them effectively and skillfully. Switching from one to the other must be learned". New Mark (1982:7) "Translation is sophisticated, advanced linguistic skill. Not something for beginners. It is valuable for communication if one already knows two languages well.

Keraf (2007:135) stated that narrative is a discourse which try to tell an event or story as if as the reader or listener look and experience that event directly. Furthermore by dictionary definition, narrative is description of skill of telling a story. A narrative is a description of event and story such as in a novel, fables or legends. While, narrative text is a text focusing specific participants. Its social function was to tell stories or past event and entertain the

readers. Thus narrative text is a kind of text to retell the story that past tense.

METHODOLOGY OF RESEARCH

This research is descriptive quantitative research. In the field research, the researcher conducted the research for the students at the first years of SMA N 3 Rambah Hilir. This research used the correlation method, with the analysis of product moment. It is usually used to correlate two variables based on its correlation coefficient value. It is useful to describe and find out the significance of the correlation between those variable X (independent) and Y (dependent).

The procedure to conduct of the research are as following:

- Planing is the first step used by researcher to preparing what, where, when and how the research will run.
- Observation is the second step used by researcher to see what the problem are being haven in their population or group.
- Collecting and analyzing the data is the third step used by researcher to collecting and analyzing the data taken from respondence.
- Conclusion is the final step used by researcher to make the conclusion about the data that has been proceed.

The researcher analyzed the students' skill used product moment correlation (r_{xy}) which applied SPSS application, with formula :

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} = The number of index "product moment"

N = Number of cases

$\sum xy$ = The multiplied of Simple Past tense and Translating in Narrative text.

$\sum X$ = The total score of Past tense Mastery

$\sum Y$ = The total score of translating in narrative text skill.

To determine the criteria of correlation by applying the interpretation of number correlation as suggested by Sudjiono (2009:193) :

Table 1. Interpretation of Number Correlation r_{xy} product moment

| Magnitude "r" Product moment | Interpretations |
|---------------------------------------|------------------------|
| 0,00-0,02 | Very low correlation |
| 0,20-0,40 | Low correlation |
| 0,40-0,70 | Fair correlation |
| 0,70-0,90 | Sufficient correlation |
| 0,90-1,00 | High correlation |

(Sudijono, 2009:193)

After getting the Index of r_{xy} correlation, the researcher gave the interpretation by using r Table (r_t), Sudijono (2009:233), with formula:

$df = N - nr$

df = degrees of freedom

N = Number of case

nr = Number of Variable.

The formula used both at the level of significance at 5% and 1%.

Where :

If, $r_o > r_t$, H_0 rejected/ H_a accepted

If, $r_o < r_t$, H_0 accepted/ H_a rejected

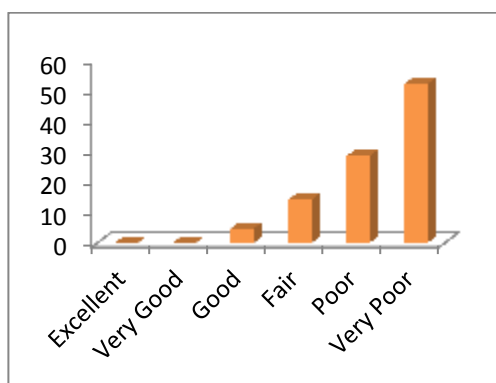
FINDING AND DISCUSSION

Table 2 The Interpretation of Data Analysis of Past Tense Mastery

| Interval | Category | Frequency | Percentage (%) |
|--------------|-----------|-----------|----------------|
| 91-100 | Excellent | - | - |
| 81-90 | Very | - | - |
| 71-80 | Good | 1 | 4,76% |
| 61-70 | Good | 3 | 14,29% |
| 51-60 | Fair | 6 | 28,57% |
| Less than 50 | Poor | 11 | 52,39% |
| | Very Poor | | |
| Total | | 21 | 100% |

Table.2 showed the percentage of students level in past tense mastery, it can be seen 0% was Very Good level, 4,76% was Good level, and 14,29% was Fair level, 28,57% in poor level, and 52,39% in very poor level.. The interpretation of data analysis based on students score in past tense test. it can be seen in table 2. the total of percentage is 100% and the total of frequency is 21.

Diagram 1. Interpretation of Students' Past Tense Mastery



The diagram above showed that 0% was Very Good level, 4,76% was Good level, and 14,29% was Fair level in, 28,57% in poor level, and 52,39% in very poor level. The interpretation of data analysis gotten based on students score in past tense test. It can be seen

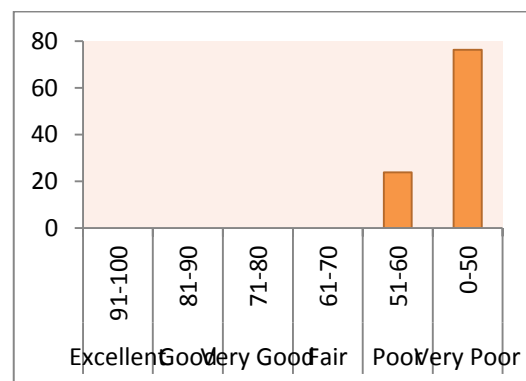
in table .The total of percentage is 100% and the total of frequency is 21.

Table 3 The Interpretation of Data Analysis in Translating Narrative text skill.

| Interval | Category | Frequency | Percentage (%) |
|--------------|-----------|-----------|----------------|
| 91-100 | Excellent | - | - |
| 81-90 | Very | - | - |
| 71-80 | Good | - | - |
| 61-70 | Good | - | - |
| 51-60 | Fair | 5 | 23,80% |
| Less than 50 | Poor | 16 | 76,19% |
| | Very Poor | | |
| Total | | 21 | 100% |

Table.3 showed the interpretation of data analysis in students score in translating narrative text. The data is analyzed by the students score in translating narrative text test. Based on the table 2. It can be seen 23,80% in poor level and 76,19% in very poor level. The total percentage of the data analysis is 100% and the total frequency is 21. It means the category of students in translating narrative text is average.

Diagram 2. Interpretation of Students Translating Narrative Text.



Based on the diagram above, it can be seen 76% students in very poor level and 23,80% in poor level. It means the category of students in translating narrative text is average. Than to analyze the data that has been collected by using correlation product moment

(r_{xy}).The following table shows the calculation based on the theories.

Table 4. The correlation Product moment

| Correlations | | | |
|--------------|-----------------------------------|---------|---------|
| | | VAR_X | VAR_Y |
| VAR_X | Pearson Correlation | 1 | 0.137 |
| | Sig. (2-tailed) | | .554 |
| | Sum of Squares and Crossproducts | 2.037E3 | 657.213 |
| | Covariance | 101.829 | 32.861 |
| | N | 21 | 21 |
| VAR_Y | Pearson Correlation | 0.137 | 1 |
| | Sig. (2-tailed) | .554 | |
| | Sum of Squares and Cross-products | 657.213 | 1.131E4 |
| | Covariance | 32.861 | 565.424 |
| | N | 21 | 21 |

Based on table 4 it can be concluded that there is a low correlation between Past tense mastery and students' translating in narrative text skill. It can be seen $r_o > r_t$, $0,137 > 0,05$. Based on interpretation in table r_{xy} the value located in interval 0,00-0,20, it's meant there was low correlation between past tense mastery and students' translating narrative text skill.

Table 5. Significant Standard 5% and 1%

| | |
|--|--|
| Significant Standard 5% $r_t : df=N-nr$ $r_t : df=21-2$ $df=19$ significant standard 5% $get=0,433$ | Significant Standard 1% $r_t : df=N-nr$ $r_t : df=21-2$ $df=19$ significant standard 1% $get=0,549$ |
|--|--|

Based on the table above, the score of significant Standard of df in 5% showed $r_o < r_t$ ($0,137 < 0,433$). It means H_0 accepted and H_a rejected. In significant 5% there is no significant positive correlation between past tense mastery and students translating in narrative text. In significant 1% $r_o < r_t$ ($0,137 < 0,549$) it's mean H_0 accepted, H_a rejected. And in significant 1% there is no significant positive correlation between past tense mastery and students' translating in narrative text skill.. It can be concluded that $r_o < r_t$. It means that H_a rejected and H_0 accepted.

CONCLUSION AND SUGGESTION

Conclusion

- The students' past tense mastery in Grade Eleventh of SMA N 3 Rambah Hilir was in very poor level. It can be concluded that Grade eleventh of SMA N 3 Rambah Hilir not mastery in Past Tense.
- The students' translating narrative text skill in Grade Eleventh of SMA N 3 Rambah Hilir was in the very Poor level. It can be concluded that Grade IIth of SMA N 3 Rambah Hilir can not translating in narrative text well.
- There is low positive correlation between Past Tense Mastery and Students' Translating in Narrative Text Skill at Grade eleventh of SMA N 3 Rambah Hilir

Suggestion

- English Teacher
The teacher should give more attention to students in English subject. The teacher could give more explanation about kind of text and could give example about text. And the teacher could give more exercise to translate.
- Students
The students at Grade eleventh of SMA N 3 Rambah Hilir should be more serious in English subject. Students are suggested to practice more in translate. Students could bring dictionary when learning English.
- Researcher

This research is hopeful give contributions to the other research related to the correlation between past tense mastery and students' translating narrative text skill.

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